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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on writing as a response to reading is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

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*Learning Package #5*

# Writing as a Response to Reading

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## OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

# Writing As A Response To Reading

(All references are fully documented in enclosed bibliography, or on reference list attached to this lecture)

by Carol Nelson

*Lecture*

Frank Smith, in his book Joining the Literacy Club, emphasizes the fact that children need to use both reading and writing in order to be members of the "club" that those of us who use and value reading and writing already belong to. This literacy club is the metaphor which Smith uses to describe the social nature of our literacy learning. By being members of the club, children can see what written language is for and can have authors, whose work they read, essentially collaborate with them as they themselves write. Our role as teachers, he says, is to facilitate and promote the admission of our students into the literacy club. We know that some children come to school already members of the club because they regard themselves as readers and writers. Other children who have not become members should find their classroom a place that gives them membership from the first day. Their classroom should be a place that is full of meaningful and useful reading and writing activities. The ideal teacher should demonstrate his or her love of print and believe that reading and writing are important and meaningful for all students. Often, Smith points out that students do not get a clear

message that we are fully participating members in the literacy club. He asks, "How many teachers are seen reading a novel or a magazine for pleasure? How many are seen writing a letter, a poem, or a story? What might children assume reading and writing to be from the kinds of written language activity they see teachers engaging in? Is it surprising that many children, and not only the least able, think reading and writing are "work," punitive, boring, and essentially useless school rituals?"

One of the terms that Smith has popularized is that of "reading like a writer." He stresses that when we read or hear something read to us we are usually aware of the way the author has written the piece. Very young children demonstrate this when they use invented spelling to write a story and begin it with one word pronounced "wazoponatim." They know that writers very often begin their stories with the "Once upon a time" theme, and so will they. Butler & Turbill in their book Towards a Reading-Writing Classroom tell about a story written by eight year old Carl entitled "The Big Bad Wolf." It begins with "once upon a time" and shows that he has built up a storehouse of ideas from many of the "once upon a time" stories he has heard or read. Expressions such as "very, very weary and tired" and "in the dark, dark woods there's a dark, dark house" are found in his story. When questioned about it, Carl could not remember ever having heard

about the book, The Dark, Dark Wood, nor was he consciously aware of using any other stories as models.

Another interesting point that Carl's writing demonstrated was that he had not been exposed to non-fiction writing nearly as much as he had to fiction. When he attempted to write a factual piece about animals, it was again more like a "once upon a time" story. His teacher quickly began sharing a children's science series with him which introduced him to a non-fiction format.

The kinds of books Carl had access to were books that he could enjoy and be interested in. They were also books which were at an appropriate level for him. One would have a very hard time reading like a writer if one could not understand what s/he was reading, or if s/he had to be concerned with getting every word right, or with memorizing all the facts the author was presenting.

Our students need to be surrounded by and immersed in print. Our classrooms should show the importance we place on reading and writing by having print of all kinds available to our students. There should be a library with every sort of book -- fiction and non-fiction, poetry, picture books, reference materials, etc. Teachers must read with and to their students, and not just in the primary grades. Every classroom should have a writing center where students know they can find blank books, paper of all kinds,

pens, pencils, markers, tape, staples, paper clips, index cards, and whatever they as writers need to write.

Calkins, in Lessons from a Child tells us about seven-year-old Greg who, through reading and writing, discovered that there are authors behind the books he read. He said:

> Before I ever wrote a book, I used to think there was a big machine and they typed a title and then the machine went until the book was done. Now I look at a book and I know a guy wrote it and it's been his project for a long time. After the guy writes it, he probably thinks of questions people will ask him and revises it like I do, and xeroxes it to read to about six editors. Then he fixes it up, like how they say.

Greg was in the kind of classroom Hansen in her article "Authors Respond to Authors" describes. Notice, as you read this article, how the students are learning to respond to the authors they read, whether those authors are professional authors, their peers or they themselves. By reading other people's work these students learn to read like writers and ask the kinds of question that writers ask.

In her book When Writers Read Hansen tells us about Matt, a third grader who wrote responses to 22 books during the school year. He didn't write about every book he read, and that's an important point to remember. If he had been assigned a response, it would become tedious and boring, just another job the teacher wanted him to do. Part of response is learning to choose which books merit response. Students should choose the books they will respond to and the format to use for their

response. Hansen says, "the response may include why the child chose the book, what surprised the child, what the child learned, the child's analysis of the writing, things the child wondered about, something the child didn't understand, something the child wants to share with others, or how the child thinks other children in the class would respond to the book. Students highlight different types of information, depending on what kind of book they have read and the quality and quantity of their experiences with written response."

The way students respond to the reading they do will vary. Many teachers have found that learning logs are a good way for students to record what they have learned and done in their classrooms. This type of journal, for example, might be used for a science experiment. They can record the steps taken in their experiment, the results, and their reaction to the whole experience.

Another type of journal is a response journal in which they can write their responses to books, poems, or stories they have read. As Brookes points out in the article "Exploring the World Through Reading and Writing," responding to what they have read can be done by younger and older students alike. The teacher might decide to comment in the student's journal (then it becomes a dialogue journal), not in any judgmental way and not in order to give a grade or assess the mechanics of the sentences, but simply as one reader to another (for instance, "Interesting point! I hadn't

thought about that!" Or, "I was very sad when his puppy ran away, too.").

Often we hear younger students or students who don't feel comfortable reading and writing tell us that they don't know how to spell, and that they can't write. Wong-Kam and Au discuss one such boy in their article "Improving a fourth grader's reading and writing: Three principles." Jacob was obviously an at-risk student who lacked self-esteem as well as reading and writing skills. Using writing to respond to his reading, Jacob's progress, while not miraculous, was steady, and his confidence and feelings of self-worth improved along with his reading and writing. By taking an individual and supportive approach with Jacob, Wong-Kam was able to do much for this troubled reader.

In "Deprogramming Reading Failure: Giving Unequal Learners An Equal Chance" Marie Carbo reminds us that students who are troubled readers like Jacob need teachers who will give them more than just worksheets and drills. Children need to have a reason to learn to read and write. They must see reading as an enjoyable, meaningful activity in which they want to engage, in order to have a reason to learn to do it. When these students are allowed to choose real books to read on topics that interest them, the battle is half won. Allowing the student to respond in a risk-free environment helps them gain added confidence in their ability to read and write.

The key here is interest. Last spring when the results of the state-wide testing program came out, Brian, a seventh grader who has been labeled learning-disabled, received one of the 6 highest overall writing scores among 250 seventh graders at his school. When his proud, but, puzzled parents asked him how this came about, he replied that it was simple! "They told us to write about anything we wanted. I wrote about marine biology because I want to be a marine biologist. It's a lot easier to write about what you're interested in than about some dumb old president." No professor could have said it quite so well.

Supporting all your students means allowing them to write what they want to in rough draft form. A written response to reading should not be thought of as an assignment the students must turn in to be corrected and to receive a grade. You want your students to feel free to express in writing what they need to say about what they read. They need to learn that writing is first and foremost for self-expression and communication. They need to learn to be risk-takers, and if they are writing a rough draft, they need to dare to try to spell words of which they aren't absolutely sure. If they want to talk of appaloosas or camembert, they shouldn't be forced to write "horses" or "cheese" instead. If they would like to respond to some poetry they read by trying a poem of their own, they should know that it's all right to try and that no

one will judge it or give it a low grade. Rather, make it clear that their teacher is there to encourage, help, suggest and support.

Teachers who have added writing as a response to reading to their curriculum have reported exciting results. When this sort of supportive activity is begun on the first day of school, your students get the message that they are members of the literacy club, and that reading and writing are positive, important parts of all our lives. When you find older students in your classrooms who have not been given this message in school, you have a task that is a little harder, but certainly not insurmountable. You must continually reassure them that whatever they are willing to take the risk to write is all right. You must help them get over their fear or dislike of writing by reminding them that their writing, like all authors' writing, represents their own thoughts as they try to communicate them to whatever audience they have in mind. By not expecting too much at first, by giving them support and encouragement, you will help your students get a better sense of what reading and writing are all about.

We will be most interested to hear how you implement writing in your classroom. If you have questions or comments to which we can respond we will be more than happy to get back to you through computer mail. Good luck!

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This book gives a theoretical look at what reading-writing classrooms should look like and then gives a close-up look at several elementary teachers who conduct these kinds of classrooms. Though each teacher goes about his or her curriculum differently, they all are dedicated to having their students read like writers.

Calkins, L. (1983). Lessons from a Child. Portsmouth, NH: Heinemann.

Lucy McCormack Calkins describes her transition from a researcher who enters a second-grade classroom to study how a teacher teaches reading and writing to an active participant in the class and someone who learns a great deal about reading and writing from the children in the class.

Hansen, J. (1987). When Writers Read. Portsmouth, NH: Heinemann.

A former teacher, Jane Hansen wrote this book "because, since 1981, I've been a researcher in classrooms where teachers teach reading and writing more effectively than I did when I didn't let writing influence my reading instruction." She has discovered that reading and writing should be used together for language learning.

Smith, F. (1988). Joining the Literacy Club. Portsmouth, NH: Heinemann.

This book is a collection of Frank Smith's essays on literacy and education. Along with reading and writing Smith discusses computers in the classroom, collaboration and critical thinking.

Tiedt, I. (1975). Individualizing Writing in the Elementary Classroom. Urbana, IL: National Council of Teachers of English.

This little 25 page idea book gives some practical suggestions how classroom teachers can set up a writing center and make writing and reading an integral part of their curriculum. Geared toward the elementary teacher, there are activities and ideas that will help you get started.

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

May 1989

DIGEST

### Encouraging Revision

# Teaching Writing with Peer Response Groups

*by Andrea W. Herrmann*

Teachers have turned their classrooms into communities of learners, as the focus of writing pedagogy shifts from written products to writing as a process, and as ways of making knowledge—including writing—are viewed from a collaborative or social perspective (Bruffee, 1983; Faigley, 1985). Writing instruction in our classrooms reflects a growing appreciation of the value of talk. By implementing peer writing groups, teachers encourage students to give, seek, and react to oral feedback among themselves as they write, in addition to reacting to the teacher's traditional comments on finished papers. This trend raises the interesting question of what effect peer feedback has on students' revision practices.

Respected teachers and writing theorists have fostered peer groups in high school and college classrooms as a way to encourage students to write and revise. Elbow (1973) promoted the use of "teacherless writing groups"; Murray (1982) recommended that teachers train students to respond constructively to writing in process; Macrorie (1984) discussed the value of creating a "helping circle"; Moffett (1983) suggested that teachers teach students to teach each other; and Bruffee (1983) maintained that getting students "to talk through" the task of writing is a form of collaborative learning that is essential. Using peer response groups, even with young writers, brings positive benefits, according to the descriptive classroom studies conducted by Graves (1983; 1984) and Calkins (1982; 1983).

## Peer reactions often help young writers

Hence, writing groups, whose activity is sometimes referred to as "peer conferencing" or "peer collaboration," have become a pedagogical tool in a wide-range of teaching/learning contexts. It should be noted that teachers sometimes have peer groups respond in writing to written drafts from their fellow students. (See, for example, Wauters, 1988.) But more commonly, collaboration provides writers with an opportunity to read their drafts aloud and to discuss them face-to-face with a peer audience *while* the written product is taking shape. Classroom talk can be a positive aspect in supporting all phases of the writing process (Reid, 1983). Small groups can help apprehensive or blocked writers become more fluent and can provide an audience that assists the writer in revising (Legge, 1980).

Cooperative writing workshops help students discover audience, according to one study of college freshmen (Glassner, 1983). An ethnographic study concerned with talk in a high school classroom community examined whether writers' intuitions and revision strategies, among other things, could be "strengthened within a supportive classroom environment." (Kantor, 1984, p. 75). The study concluded that the development of a peer community fostered growth from egocentrism to audience awareness, and that knowing the audience helped students become more aware of possible strategies for revising.

Ziv (1983) found a pattern in the way the interaction in peer writing groups develops. Early in the semester, students' comments were primarily positive, but included some criticisms of content and form. The writers, however, did not always revise according to the reactions of their peers, and sometimes resented the criticisms. Later in the semester, however, advice from peers was more likely to be heeded because the students offered each other more concrete suggestions for revision.

## Some studies indicate mixed effects

Not all the studies of peer reaction show unqualified positive effects on revision, however. Some studies suggest negative consequences as well. Gere and Stevens (1985) looked at a fifth-grade writing class to determine if the oral responses provided by groups to individual writers shaped their subsequent revisions. The study found both positive and negative results. Student writers were challenged by their peers "to clarify, to provide more detail" (p. 95) as the peer reacters asked questions when they were confused, and suggested ways to improve the writing. Some student writers integrated their peers' suggestions into subsequent revisions. Yet there were incidents of unproductive, even hostile, verbal exchange, and in some groups students hurried through the group work in a "robotlike monotone."

A case study of four children with low, average, and high abilities in writing (Russell, 1985) examined the relationship between peer conferencing and revision. The results indicated that in revising, poor writers were dependent on the questions of other students, whereas average and good writers tended to become their own audience and revise on their own.

Another case study conducted with college freshmen (Berkenkotter, 1983, 1984) sought to find out how students interact in their writing groups and whether writers improve their texts as a result of the interactions. The research revealed that the students' attitudes toward assistance from their peers varied considerably, as did the writers' approaches toward revision. One student, Stan, was too immature to heed his audience. Another student, Joann, became vulnerable to unwarranted criticism because she was so sensitive to her peer audience. Although a third student, Pat, felt responsible to his audience, he felt a greater obligation to his emerging text and revised independently of peer suggestions. The study concluded that students writing for an audience of peers do not necessarily benefit from their peers' suggestions.

## Peer reaction seems to work in computer-assisted instruction

Preliminary evidence suggests that the nature of peer collaboration and feedback in classrooms where computers are

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used to teach writing differs from that in regular writing classrooms. Under certain conditions, computers as writing tools appear to promote a collaborative environment, both in learning to write and in learning to use the technology (Daiute, 1986; Dickinson, 1986; Herrmann, 1985a, 1985b, 1986; Hocking and Visniesky, 1983; Selfe and Wahlstrom, 1985; Sudol, 1985).

In a classroom of first and second grade children, the computer created a whole new social organization that affected the way the children interacted (Dickinson, 1986). An ethnographic study that described a high school classroom (Herrmann 1985b, 1986) found a similar result. A variety of types of peer collaborations developed, having various kinds of influence on writing and revision; but not all students learned to collaborate successfully. The success the students had in revising their work appeared to depend, in part, on their ability to form effective collaborative relationships.

The literature suggests that the effects of peer comments on revision is not a simple cause and effect matter, but rather a complex one, dependent upon the interrelationship of multiple factors within the evolving social environment of particular classrooms and groups of students. While some of the students studied appeared to benefit from the comments of their peers, not all students in all classrooms did. Some students were unable, unwilling, or even ill-advised to follow peer reactions in revising what they had written. While there may be no one-to-one relationship between peer comments and revision, these studies, particularly the qualitative ones, suggest a range of real and potential benefits for students participating in an effective community of responsive peers.

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Task #1

## Goal Statement

**Your Name:**_____

**Course #:**_____

**Learning package:**_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

**Directions:** This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

**My Goal Statement for this Package**

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698



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## Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

**Reaction Statement**

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

**Your Name:**_____

**Course #:**_____

**Learning Package:**_____

**Reaction Prompts**

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

**Application Project**

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

## Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

**Course Number**_____ **Date**_____

**Package Title**_____

| Statements | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. This package will help me do my job better. | | | | | |
| 2. The pace of the package was too fast. | | | | | |
| 3. The package's directions were confusing. | | | | | |
| 4. It was easy to follow the directions given in the package. | | | | | |
| 5. The package was too easy. | | | | | |
| 6. The package was too long. | | | | | |
| 7. The package should include more articles and documents to read. | | | | | |
| 8. I didn't know the meaning of many words used in the package. | | | | | |
| 9. The lecture explicated the topic of the package. | | | | | |
| 10. The package's objectives were clear from the start. | | | | | |
| 11. The package's teaching points were clear. | | | | | |

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

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Indiana University
Bloomington, IN 47408-2698

# ERIC/RCS

# Selected Abstracts from the ERIC Database

**ERIC Clearinghouse on Reading & Communication Skills**
**Indiana University**
**Bloomington, Indiana**
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## Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

## Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ360778
AU: Carbo,-Marie
TI: Deprogramming Reading Failure: Giving Unequal Learners an Equal Chance.
PY: 1987
JN: Phi-Delta-Kappan; v69 n3 p197-202 Nov 1987
AV: UMI
DE: Elementary-Secondary-Education; Phonics-; Teaching-Methods
DE: *Learning-Motivation; *Reading-Failure; *Reading-Instruction; *Reading-Strategies; *Student-Needs
AB: Relates individual student experiences to illustrate that many poor readers are dropouts of programs requiring strongly analytic/auditory reading styles. Recommends adopting the "whole-language" approach for today's global learners. Uses research findings to outline instructional methods that match students' reading styles. (CJH)

AN: EJ371829
TI: The Classroom Reading Teacher.
PY: 1988
JN: Reading-Teacher; v41 n4 p483-95 Jan 1988
AV: UMI
DE: Elementary-Education; Integrated-Activities; Language-Experience-Approach; Oral-Language; Readers-Theater; Reading-Comprehension; Teaching-Methods; Writing-Instruction
DE: *Language-Acquisition; *Reading-Instruction; *Reading-Writing-Relationship
AB: Describes various activities designed for use in the reading classroom, including (1) cooperative learning activities; (2) reading and writing activities; (3) ways to improve comprehension; and (4) ways to encourage independent reading. (FL)

AN: EJ368783
TI: The Classroom Reading Teacher: Practical Teaching Ideas, Clip Sheet, and Questions and Answers.
PY: 1988
JN: Reading-Teacher; v41 n8 p857-71 Apr 1988
AV: UMI
NT: Special Issue: Poor Readers in the Classroom.
DE: Basal-Reading; Elementary-Education; Prewriting-; Reading-Aloud-to-Others; Reading-Comprehension; Reading-Writing-Relationship; Teaching-Methods; Writing-Instruction
DE: *Reading-Instruction; *Reading-Strategies
AB: Various authors provide a wide range of instructional suggestions, including hints for parents on how to read aloud to older children, a story web prewriting technique, a lesson on similes, a description of a series of books designed to develop literacy in natural ways, and advice on using the question-answer

relationship procedure and basal readers. (ARH)

AN: ED279012
AU: Corcoran,-Bill, Ed.; Evans,-Emrys, Ed.
TI: Readers, Texts, Teachers.
PY: 1987
AV: Boynton/Cook PUblishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($10.75).
NT: 264 p.
PR: Document Not Available from EDRS.
DE: Elementary-Education; Literary-Criticism; Poetry-; Reading-Instruction; Reading-Material-Selection; Reading-Processes
DE: *Class-Activities; *Literature-Appreciation; *Reader-Response; *Reader-Text-Relationship; *Reading-Writing-Relationship; *Teaching-Methods
AB: Focusing on the need to offer and encourage the experience of reading literature in elementary schools, the essays in this book (1) explicate the range of theory known as reader-response criticism; (2) argue its distinctive relevance to the needs of young, developing readers; and (3) indicate how classroom practices might be changed to accommodate the insights offered by reader-response theorists. The following articles are included: "Readers, Texts, Teachers" (C. Young); "Readers Recreating Texts" (E. Evans); "Teachers Creating Readers" (B. Corcoran); "The Stories that Readers Tell" (R. Protherough); "Rendering Literature Accessible" (L. Brown); "Writing from Reading--'Dependent Authorship' as a Response" (P. Adams); "Reading/Writing in the Culture of the Classroom" (C. Young and E. Robinson); "Writing and Literature: Monitoring and Examining" (L. Stratta and J. Dixon); "Responding to Poetry: Create, Comprehend, Criticize" (M. Travers); "The Hidden Life of a Drama Text" (R. Arnold); and "Post Reader-Response: The Deconstructive Critique" (P. Gilbert). Together, these essays affirm the explanatory power of reader-oriented theory and, in their range of concerns, encourage teachers to conduct investigations of the transformation of real texts by real readers in their own classrooms. (JD)

AN: EJ337874
AU: Downing,-John; And-Others
TI: Children's Invented Spellings in the Classroom.
PY: 1986
JN: Elementary-School-Journal; v86 n3 p295-303 Jan 1986
AV: UMI
DE: Elementary-Education; Foreign-Countries
DE: *Elementary-School-Students; *Phonology-; *Spelling-
AB: Reports research on children's conceptualizations of spelling. Researchers asked a combined grades 3-4 class and a combined grades 6-7 class to invent new ways of spelling words

and produce written justifications for each alternate spelling. Most of the children gave phonological reasons for their creative spellings. (DR)

AN: ED276969
AU: Eckhoff,-Barbara-L.
TI: How Basal Reading Texts Affect Children's Writing.
PY: 1986
NT: 37 p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Child-Language; Elementary-Education; Language-Acquisition; Textbook-Research; Writing-Readiness
DE: *Basal-Reading; *Reader-Text-Relationship; *Reading-Research; *Reading-Writing-Relationship; *Writing-Composition
AB: A study investigated how children's writing reflects the syntactic complexity, style, and format of their basal readers. Subjects were 116 students drawn from 10 second, third, and fourth grade classrooms in two different schools located near Boston, Massachusetts. A matched group design was used, and students using a form of the "Ginn" basal series were matched with those using a form of the "Open Court" series. The various texts were analyzed for number of words per selection, t-units per selection, words per t-unit, and clauses per t-unit. Students' linguistic and comprehension abilities were assessed, as well as their knowledge of literature. They completed three writing exercises in response to different stimuli. Results indicated that the readers had a strong impact on children's writing. Those children using the "Open Court" series, which contained more elaborate structures than the "Ginn" series, tended to use more linguistically complex sentence structures, such as subordinate clauses, in their own writing. In addition, children in both groups tended to use the style and format of their basals as models for their writing. The findings suggest that publishers need to face the problem of writing texts that facilitate children's learning to decode words while at the same time providing adequate models of written English. (FL)

AN: ED272842
AU: Farnan,-Nancy-J.
TI: A Look at Reading and Writing as Similar Language Skills: A Review.
PY: [1985]
NT: 24 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cognitive-Development; Elementary-Secondary-Education; Language-Acquisition; Language-Skills; Learning-Strategies; Learning-Theories; Models-
DE: *Cognitive-Processes; *Content-Area-Writing;

*Reading-Research; *Reading-Skills;
*Reading-Writing-Relationship; *Theory-Practice-Relationship;
*Writing-Skills
AB: Four similarities between reading and writing and their corresponding instructional significance are examined in this literature review. Each of the four reviewed topics is prefaced by general instructional suggestions based on research cited in the review. Topics and suggestions are as follows: (1) linguistic--whenever possible, the processes of reading and writing should be integrated within the framework of classroom instruction; (2) cognitive--by virtue of the interrelationship between thought and language, reading and writing should be integrated across all content areas to enhance students' skills in thinking and learning; (3) affective--strategies that take into account students' interest, attention, and motivation are necessary for effective language skill development, since each of these variables influences students' ability to use their language skills to maximum potential; and (4) instructional--instruction should emphasize the complementary nature of reading and writing as mutually facilitative, not mutually exclusive, language skills. The review ends by presenting a model of reading and writing as similar language skills. A three-page reference list is appended. (HOD)

AN: ED280063
AU: Funderburk,-Carol
TI: A Review of Research in Children's Writing.
PY: [1986]
NT: 13 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cognitive-Development; Cognitive-Processes;
Developmental-Stages; Educational-Theories; Language-Acquisition;
Language-Arts; Literature-Reviews; Prewriting-;
Research-Proposals; Surveys-; Teaching-Methods;
Theory-Practice-Relationship
DE: *Piagetian-Theory; *Primary-Education;
*Reading-Writing-Relationship; *Writing-Processes;
*Writing-Research
AB: Recent research into the composing processes of children owes much to Piaget's postulate that cognitive development is linear--that children progress through stages of development whereby tasks are mastered at certain levels of cognitive understanding. The stages of children's writing processes (prewriting, composing, revising), as well as language development, drawing, and reading have been examined by Donald Graves, L. M. Calkins, and Glenda Bissex, among others. In one study, C. Temple, R. Nathan, and N. Burris concluded that children make the same discoveries in the same order. Susan Sowers detailed her observation of a first grade class, in which she used the techniques of invented spelling, writing conferences, and writing without assigned topics to compile

children's writing for publishing. Issues currently being examined include the use of drawing as a prewriting exercise, and the relationships between scribbling, drawing, and talking. The issues of invented spelling and writing before reading have profound implications for new directions in elementary education. A growing amount of research indicates that reading is a highly abstract task and should follow rather than precede writing instruction. Frances Kane's work advocates the progression of thinking, drawing, writing, and reading. The link between Piaget's stages of cognitive development and its writing counterparts is a promising area of research. (NKA)

AN: EJ311558
AU: Gambrell,-Linda-B.
TI: Dialogue Journals: Reading-Writing Interaction.
PY: 1985
JN: Reading-Teacher; v38 n6 p512-15 Feb 1985
AV: UMI
DE: Classrooms-; Communications-; Elementary-Education; Feedback-; Language-Acquisition; Teaching-Methods
DE: *Learning-Processes; *Learning-Theories; *Reading-Instruction; *Teacher-Response; *Teacher-Student-Relationship; *Writing-Instruction
AB: Describes dialogue journals, which provide natural, functional experiences with both reading and writing. Suggests guidelines for both their classroom implementation and for teachers' responses to children's journal entries. (FL)

AN: ED282226
AU: Hansen,-Jane
TI: When Writers Read.
PY: 1987
AV: Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
NT: 242 p.
PR: Document Not Available from EDRS.
DE: Administrator-Role; Community-Role; Elementary-Education; Library-Role; Reading-Processes; Reading-Research; Reading-Skills; Student-Role; Teacher-Role; Teacher-Student-Relationship; Writing-Research
DE: *Reader-Response; *Reader-Text-Relationship; *Reading-Instruction; *Reading-Writing-Relationship; *Teaching-Methods; *Theory-Practice-Relationship
AB: Focusing on encouraging students to take responsibility for their own learning and giving them a sense of control over their efforts, this book explores how the response approach to writing instruction can be put to good use in teaching children to read. Respectively, chapters discuss (1) how the author learned about writing, reading, teaching, and learning; (2) writing with reference to time, choice, response, structure, and community;

(3) how time affects reading; (4) how readers decide what to read, why they want to read a book, and which strategies to use; (5) responsibility between teachers and students, among students, and to the self; (6) the structure within which the teacher moves among the students and the students work together and alone; (7) the role of the community; (8) how listening affects reading; (9) how talking affects reading; (10) evaluation and reading attitudes; (11) the role of phonics; (12) skills, including context clues, spelling, phonics, punctuation, usage, and study skills; (13) the use of basal readers; (14) students' reading responses and sharing of their written work; (15) content area reading; (16) the teacher's role when using direct teaching methods; (17) the librarian's role; (18) the Chapter 1 teacher; (19) the administrator's role; (20) how students can grow up to know each other as writers, readers, and people; (21) teachers as independent learners; and (22) students as independent learners. A seven-page bibliography and an index are included. (JD)

AN: EJ359071
AU: Harp,-Bill
TI: "Why are Your Kids Writing during Reading Time?"
PY: 1987
JN: Reading-Teacher; v41 n1 p88-89 Oct 1987
AV: UMI
DE: Elementary-Education; Reading-Difficulties; Student-Attitudes; Teaching-Methods
DE: *Reading-Improvement; *Reading-Skills; *Reading-Writing-Relationship; *Theory-Practice-Relationship; *Writing-Skills
AB: Presents a hypothetical situation of an elementary school principal's concern at students writing during reading time, and offers a possible teacher's response with information about the direct tie between writing and reading improvement. (JC)

AN: EJ331141
AU: Jaggar,-Angela-M.; And-Others
TI: Research Currents: The Influence of Reading on Children's Narrative Writing (and Vice Versa).
PY: 1986
JN: Language-Arts; v63 n3 p292-300 Mar 1986
DE: Classroom-Environment; Classroom-Research; Creativity-; Elementary-Education; Integrated-Curriculum; Reading-Writing-Relationship; Teacher-Student-Relationship; Teaching-Methods
DE: *Language-Arts; *Language-Usage; *Learning-Processes
AB: Illustrates how all of the language arts are used by teachers and students to uncover the imaginative potential of language and their creative potential. Models ways of thinking about and investigating how instructional experiences, including classroom activities and the ways teachers interact with students, affect

learning. (HTH)

AN: EJ370154
AU: Janiuk,-Delores-M.; Shanahan,-Timothy
TI: Applying Adult Literacy Practices in Primary Grade Instruction.
PY: 1988
JN: Reading-Teacher; v41 n9 p880-86 May 1988
AV: UMI
DE: Elementary-Education; Grade-1; Reading-Writing-Relationship; Teaching-Methods
DE: *Beginning-Reading; *Literacy-; *Reading-Instruction
AB: Suggests that learning the reasons for and uses of literacy is important for beginning readers. Describes a series of activities, based on practices used in adult literacy programs, that were designed to make first graders aware of the reasons for reading and writing. (ARH)

AN: ED285204
AU: Johnson,-Terry-D.; Louis,-Daphne-R.
TI: Literacy through Literature. Revised Edition.
PY: 1987
AV: Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
NT: 160 p.; Foreword by Adrian Peetoom.
PR: Document Not Available from EDRS.
DE: Basal-Reading; Childhood-Interests; Curriculum-Development; Elementary-Education; Integrated-Curriculum; Literacy-; Phonics-; Picture-Books; Reading-Comprehension; Reading-Instruction; Reading-Interests; Reading-Skills; Reading-Strategies; Student-Attitudes; Teaching-Methods; Theory-Practice-Relationship; Vocabulary-Development; Writing-Skills
DE: *Childrens-Literature; *Language-Acquisition; *Literature-Appreciation; *Reading-Writing-Relationship
AB: Based on the notion that children become literate by trying to read and write in a supportive atmosphere with interesting books, rather than being instructed in isolated language skills, this book offers teachers ideas for using children's literature and related activities as an alternative to basal readers to make learning language skills enjoyable for children. Chapter 1 explains the underlying assumptions for such a strategy, and discusses problems such as time-on-task and whole-class versus individualized instruction. Chapter 2 offers several ways that teachers can use "big books" to teach vocabulary, phonics, word recognition, and word, phrase, and line matching. The chapter also proposes using spoonerisms, errors, and substitutions as more interesting ways to learn comprehension skills. Chapter 3 discusses literacy development for younger and older children, using, among other things, story ladders, story maps, "character

posters," sociograms, rehearsal of ideas, and dramatization. Chapter 4 provides guidelines for developing a curriculum, and focuses on the definition of a curriculum, moving toward a literature based language arts program, integration of the language arts, and developing familiarity with children's books. (Resources for folktales and fairy tales, nursery rhymes and other children's books, referenced titles, and other professional books are included.) (JC)

AN: ED294161
AU: Kane,-Katharine-A.
TI: Integrating the Language Arts: Alternatives and Strategies.
PY: 1988
NT: 7 p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Curriculum-Development; Elementary-Secondary-Education; English-Curriculum; Instructional-Innovation; Language-Arts; Lesson-Plans; Literature-Appreciation; Poetry-; Reading-Writing-Relationship
DE: *English-Instruction; *Integrated-Activities; *Teaching-Methods
AB: Motivated by the California English/Language Arts Framework, California teachers are working toward the goal of using the integrated language arts as tools for learning in all content areas. The core of this new curriculum is to help students make sense out of a piece of literature by moving into, through, and beyond a text. For example, a lesson centering around the poem "The Lesson of the Moth" by Don Marquis could involve getting into the work by tapping prior knowledge (having students list times when they were willing to take a risk), moving through the work by reading the poem aloud and having students draw images of what they hear, and going beyond the work by writing something in response to the poem. These types of tasks can also be used to work through difficult texts in other subject areas. As children come to learn to interact with text through their own prior knowledge and through talking and writing, they also learn that print is supposed to make sense and that they, the readers, have a responsibility to interact with the text to construct meaning that is significant to them. (Four references are appended.) (MM)

AN: EJ334151
AU: Langer,-Judith-A.
TI: Reading, Writing, and Understanding: An Analysis of the Construction of Meaning.
PY: 1986
JN: Written-Communication; v3 n2 p219-67 Apr 1986
DE: Behavior-Patterns; Concept-Formation;

Elementary-Secondary-Education
DE: *Cognitive-Processes; *Educational-Research; *Learning-Processes; *Reading-Comprehension; *Reading-Writing-Relationship
AB: Reports findings of study that examined the ways in which third, sixth, and ninth grade students made meaning when they were involved in reading and writing activities. (FL)

AN: EJ375309
AU: Laurin,-Mary-Ann
TI: Reading Reversal.
PY: 1988
JN: Momentum; v19 n2 p20-22 Apr 1988
AV: UMI
NT: Part of a Special Section on Literacy.
DE: Elementary-Education; Program-Descriptions; Teaching-Methods
DE: *Catholic-Schools; *Literature-; *Reading-Instruction; *Writing-Instruction
AB: Describes the development and use of a whole-language (i.e., incorporating reading, writing, speaking, and listening) program for first through sixth graders at St. Michael School Michigan based on real book rather than elementary readers. Explains the classroom techniques used to teach various language arts. (DMM)

AN: EJ328593
AU: Marino,-Jacqueline-L.; And-Others
TI: The Effects of Writing as a Prereading Activity on Delayed Recall of Narrative Text.
PY: 1985
JN: Elementary-School-Journal; v86 n2 p199-205 Nov 1985
AV: UMI
DE: Elementary-Education; Performance-Factors; Preadolescents-; Reading-Improvement; Reading-Research; Reading-Writing-Relationship
DE: *Reading-Comprehension; *Teaching-Methods; *Writing-Composition; *Writing-Exercises
AB: Grounded in schema and generative theories, this research suggests a theoretical framework and a task-specific procedure for integrating reading and writing. Fourth grade students were given a text-related generative writing task and reading recall test. Results support the notion of using writing as an orienting task prior to reading. (DST)

AN: ED278043
AU: McVitty,-Walter, Ed.; And-Others
TI: Getting It Together: Organising the Reading-Writing Classroom.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1986

AV: Heinemann Educational Books, Inc., 70 Court St.; Portsmouth, NH 03801 ($12.50); Business Manager, Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia.
NT: 130 p.; Photographs may be marginally legible.
PR: EDRS Price - MF01/PC06 Plus Postage.
DE: Classroom-Communication; Classroom-Research; Elementary-Education; Foreign-Countries; Reading-Instruction; Teacher-Student-Relationship; Writing-Instruction
DE: *Class-Activities; *Class-Organization; *Classroom-Design; *Classroom-Environment; *Reading-Writing-Relationship; *Teaching-Methods
AB: Emphasizing the importance of developing a social classroom climate, this book addresses the organization of the reading/writing classroom. Nine sections: (1) present a statement of principles based on this concept of classroom organization (J. Steinle); (2) discuss scheduling the school day as an important area of teacher planning (P. Sloan and D. Whitehead); (3) suggest ways of managing classroom resources and space to create conditions similar to those in which children master oral language (H. Brown); (4) discuss the theoretical and practical bases for providing personalized learning for all children through appropriate grouping techniques (L. Unsworth); (5) suggest some desirable outcomes of a teacher's contract with a learner, and outline the history of and rationale for contracting (A. Fleet); (6) describe cooperative classroom learning activities that involve peer tutoring (Knox Grammar School staff members); (7) address the issue of parents as home tutors of literature, citing results from recent naturalistic research supporting the notion (M. Kemp); (8) define team teaching, describe its benefits, present a number of case studies, and provide practical guidelines for implementing it (M. Mannison); and (9) focus on the use of teacher-made learning centers as a means of fostering independent learning while providing stimulating whole language activities (L. Unsworth). (JD)

AN: ED288205
AU: Newkirk,-Thomas, Ed.; Atwell,-Nancie, Ed.
TI: Understanding Writing: Ways of Observing, Learning, and Teaching. K-8. Second Edition.
PY: 1988
AV: Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
NT: 312 p.; For the first edition, see ED 227 485.
PR: Document Not Available from EDRS.
DE: Elementary-Education; Learning-Disabilities; Reading-Comprehension; Reading-Skills; Small-Group-Instruction; Teacher-Attitudes; Teaching-Methods; Textbook-Evaluation; Writing-Exercises; Writing-Readiness; Writing-Skills
DE: *Reading-Writing-Relationship; *Teacher-Role; *Teacher-Student-Relationship; *Writing-Evaluation;

*Writing-Instruction; *Writing-Processes
AB: Written by teachers of elementary school students, the 30 articles in this collection are designed to provide insights into the way children learn to write and to encourage teachers to examine their own theories and perceptions of writing and writing instruction. The articles are grouped in six sections, covering beginning writing, collaborative learning, the reading writing relationship, student assessment, textbook selection, and teacher's role. The essays and their authors are as follows: (1) "A Child Composes" (Kathy Matthews); (2) "Labeling to Beginning Narrative: Four Kindergarten Children Learn to Write" (Judith Hilliker); (3) "Oscar's Journal" (Siusan S. Durst); (4) "Reading to Mr. Bear" (Elizabeth Chiseri-Strater); (5) "The Rhythm of Writing Development" (Ellen Blackburn Karelitz); (6) "Beyond Storyland: Young Writers Can Tell It Other Ways" (Sandra Bonin); (7) "Second-Graders Can So Write" (Victor D'Ambrosio); (8) "Six Questions Teachers Ask about Invented Spelling" (Susan Sowers); (9) "The Writer's Chart to Discovery" (Joan Simmons); (10) "Letting Children Lead the Way" (Sharron Cadieux); (11) "Squeezing from the Middle of the Tube" (Susan B. Bridge); (12) "Note Writing: A Neglected Genre" (Ellen Blackburn Karelitz); (13) "A Special Writer at Work" (Nancie Atwell); (14) "Reflect, Expand, Select: Three Responses in the Writing Conference" (Susan Sowers); (15) "Children Responding to Children: Writing Groups and Classroom Community" (Suzanne Brady and Suzanne Jacobs); (16) "Young Writers as Critical Readers" (Thomas Newkirk); (17) "The Write Way to Read" (Paula Flemming); (18) "A Writer Reads, a Reader Writes" (Mary Ellen Giacobbe); (19) "The Written Report: Old Wine in New Bottles" (Jack Wilde); (20) "The Fox in Possum's Clothing: The Teacher Disguised as Writer, in Hot Pursuit of Literacy" (Mem Fox); (21) "Reading and Talking: 'Special' Readers Show They Know" (Susan Stires); (22) "Using Writing Folders to Document Student Progress" (Anne Bingham); (23) "Send Your Writing Folders Home" (J. Timothy Rynkofs); (24) "Making the Grade: Evaluating Writing in Conference" (Nancie Atwell); (25) "The Bundle" (Hasse K. Halley); (26) "Choosing a Language Arts Textbook" (Mary Ellen Giacobbe); (27) "How To Cover a Language Arts Text: Sit on It" (Carol J. Brennan); (28) "Time and the Taking of It" (Deborah Sumner); (29) "Split Images: Teacher and Learner" (Marna Bunce); and (30) "Safety" (Elizabeth Parillo). A selected bibliography compiled by Ruth Hubbard is included. (JG)

AN: EJ368665
AU: Norris,-Janet-A.
TI: Using Communication Strategies to Enhance Reading Acquisition.
PY: 1988
JN: Reading-Teacher; v41 n7 p668-73 Mar 1988
AV: UMI
DE: Elementary-Education; Language-Skills; Learning-Strategies;

Reading-Comprehension; Reading-Writing-Relationship; Teaching-Methods
DE: *Instructional-Development; *Reading-Programs
AB: Presents a transcript exemplifying principles used with beginning readers who may be unable to learn to read from traditional reading instruction. Claims strategies which allow children to communicate through written language enable them to make important discoveries about reading without knowledge of phonics or other metalinguistic skills. (NH)

AN: EJ370146
AU: Oberlin,-Kelly-J.; Shugarman,-Sherrie-L.
TI: Purposeful Writing Activities for Students in Middle School.
PY: 1988
JN: Journal-of-Reading; v31 n8 p720-23 May 1988
AV: UMI
DE: Elementary-Secondary-Education; Reading-Processes; Teaching-Methods; Writing-Instruction; Writing-Processes
DE: *Reading-Comprehension; *Reading-Instruction; *Reading-Writing-Relationship
AB: Suggests that writing helps reading comprehension only if the writer is aware of the relationship between reading and writing and if the writing is purposeful. Presents three purposeful writing activities. (ARH)

AN: EJ329520
TI: Open to Suggestion.
PY: 1986
JN: Journal-of-Reading; v29 n6 p550-52 Mar 1986
AV: UMI
DE: Elementary-Secondary-Education; Reading-Writing-Relationship; Writing-Instruction
DE: *Educational-Games; *Reading-Processes; *Remedial-Reading; *Research-Papers-Students; *Student-Developed-Materials; *Teaching-Methods
AB: Explains how the SQ3R methods of reading textbooks was used to teach the writing of a research paper and tells of eighth grade remedial readers creating their own trivia game. (HOD)

AN: EJ367174
TI: Open to Suggestion.
PY: 1988
JN: Journal-of-Reading; v31 n5 p476-79 Feb 1988
AV: UMI
DE: Elementary-Secondary-Education; Grade-7; Grade-8; Literacy-; Reading-Writing-Relationship; Remedial-Reading; Revision-Written-Composition; Sustained-Silent-Reading; Teaching-Methods; Vocabulary-Skills; Writing-Difficulties
DE: *Computer-Assisted-Instruction; *Remedial-Instruction;

*Vocabulary-Development; *Writing-Improvement;
*Writing-Instruction
AB: Discusses (1) activities that encourage students to use formal vocabulary; (2) the use of computers to motivate remedial readers to write; and (3) a pilot study in which sustained silent reading and writing was used to improve the literacy of seventh and eighth grade remedial students.

AN: ED285156
AU: Pickens,-Alex-L., Ed.; Kali,-Alex-P., Ed.
TI: Literacy Instruction.
CS: Hawaii Univ., Manoa. Coll. of Education.
PY: 1986
JN: Educational-Perspectives; v24 n1 1986
NT: 26 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Adult-Education; Basal-Reading; Critical-Reading; Elementary-Secondary-Education; Literary-Criticism; Literature-Appreciation; Picture-Books; Reading-Research; Reading-Skills; Reading-Writing-Relationship; Teaching-Methods; Writing-Research; Writing-Skills
DE: *Literacy-Education; *Reading-Instruction; *Theory-Practice-Relationship; *Writing-Instruction
AB: To examine literacy instruction in light of recent research and practice, this journal issue presents five articles focusing on the creation of a literate society where people appreciate literature and can use reading and writing to enrich their lives. The first article, "Literacy Instruction: An Alternative" (A. S. Bayer), presents an alternative to the traditional approach of teaching reading and writing as isolated skills and advocates instead starting with "real" or meaningful situations like reading or writing stories. The second article, "Of Scarecrows and Avalanches: Looking at Children's Writing" (S. Wilde) analyzes discussions with children about their writing, while the third article, "Conferencing: Writing as a Collaborative Activity" (J. M. Newman), advocates the use of writing conferences as a means of helping children (and adults) examine and revise their own writing. The fourth article, "Literary Analysis: Help Children Take the Plunge with Picture Storybooks" (C. S. Chang), proposes that elementary school children are capable literary critics. The final article, "What Place Pleasure in the Reading Systems?" (S. L. Root, Jr.) expresses concern over the extent to which basal readers use good literature to teach isolated skills, thereby destroying any pleasure derived from reading good literature. (SKC)

AN: ED268502
TI: Reading and Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46, Nos. 1 through 6).

CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1985
NT: 9 p.; Pages may be marginally legible.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adult-Literacy; Adults-; Amish-; Annotated-Bibliographies; Blacks-; Elementary-Education; Literacy-; Literacy-Education; Parent-Participation; Reading-Aloud-to-Others; Sustained-Silent-Reading; Writing-Research
DE: *Doctoral-Dissertations; *Reading-Research; *Reading-Writing-Relationship
AB: This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) reading and writing as a transaction process; (2) a literacy study among the Amish; (3) readers' representations of writers' aims in expository, persuasive, and ironic discourse; (4) the effectiveness of sustained silent reading and sustained silent writing on reading and writing achievement and reading attitude; (5) a case study of five illiterate black men in a literate society; (6) the effects of reading aloud to third grade students as reflected in their written composition skills; (7) a parents' curriculum for literacy development; (8) literary interpretation as a composing process; (9) reading and rewriting as component processes; (10) effects on content summary production and verbalization of the process for fifth-grade students; (11) Paulo Freire's literacy program and adult basic education in the United States; and (12) reading, writing, and mutual knowledge. (HTH)

AN: ED300779
AU: Routman,-Regie
TI: Transitions: From Literature to Literacy.
PY: 1988
AV: Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($16.00).
NT: 352 p.
PR: Document Not Available from EDRS.
DE: Childrens-Literature; Primary-Education; Reading-Improvement; Reading-Programs; Reading-Writing-Relationship; Teacher-Developed-Materials; Teaching-Methods
DE: *Holistic-Approach; *Reading-Instruction; *Reading-Materials
AB: Intended to provide support, encouragement, and ideas for teachers wanting to make the transition from skill-oriented basal texts to literature-based whole language programs, this book describes a successful existing program and offers suggestions on how any elementary classroom can benefit from such a transition. Its 17 chapters are entitled: (1) "My Turning Point: Catalysts for Change"; (2) "Why Change? A Need for Active Literacy"; (3) "The Reading Program: Teaching Reading with Children's Books"; (4) "Using Predictable Books: What You Need To Know"; (5)

"Literature Extension Activities: Meaningful Independent Work"; (6) "The Writing Program: How To Begin It and Keep It Going"; (7) "The Reading-Writing Process: Moving into Grade 2"; (8) "The Literature-Writing Program: Continuing in Grade 3"; (9) "Parent Involvement: Communication"; (10) "First Year Journals: Entries from Two Teachers"; (11) "Everyday Concerns: Organization and Classroom Management"; (12) "Evaluation: Evaluating the Process As Well As the Product"; (13) "Making Changes: The Need for Teacher Support"; (14) "Any Questions?" (15) "Postscript: Transitions"; (16) "Resources for Teachers"; and (17) "Recommended Literature" (classified by grade and literary style, and by level of difficulty). Twenty appendixes conclude the book. (SR)

AN: EJ360658
AU: Scott,-Diana; Piazza,-Carolyn-L.
TI: Integrating Reading and Writing Lessons.
PY: 1987
JN: Reading-Horizons; v28 n1 p57-64 Fall 1987
AV: UMI
DE: Elementary-Education; Higher-Education; Language-Arts; Teaching-Methods
DE: *College-School-Cooperation; *Integrated-Curriculum; *Reading-Instruction; *Reading-Writing-Relationship
AB: Describes a cooperative endeavor between university and public school professionals in integrating reading and writing lessons. Describes the Developmental Reading and Writing Lesson (DRWL) program's prereading/prewriting, guided silent reading and revising, skill development and editing, and independent follow-up activities. (HTH)

AN: ED280080
AU: Squire,-James-R., Ed.
TI: The Dynamics of Language Learning: Research in Reading and English.
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
PY: 1987
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 12765, $20.00 member, $25.00 nonmember).
NT: 420 p.; Papers commissioned for the Mid-Decade Seminar on the Teaching of Reading and English (Chicago, IL, March 29-31, 1985). For the seminar's discussions of these papers, see ED 274 967.
PR: EDRS Price - MF01/PC17 Plus Postage.
DE: Classroom-Environment; Classroom-Research; Classroom-Techniques; Cognitive-Development; Computer-Uses-in-Education; Educational-Trends; Elementary-Education; Evaluation-Methods; Literacy-; Literature-Appreciation; Oral-Language; Reader-Text-Relationship;

Reading-Comprehension; Reading-Instruction; Reading-Processes; Writing-Instruction; Writing-Processes; Written-Language
DE: *Language-Processing; *Reading-Research; *Reading-Writing-Relationship; *Research-Opportunities; *Technological-Advancement; *Writing-Research
AB: Focusing on future directions for English and reading research, the papers presented in this book examine the complex interplay of skills, processes, and classroom conditions that influence the development of children's competence in reading, writing, and the language arts. The titles and authors of the essays are as follows: (1) "Reading and Writing Relations: Assumptions and Directions" (James Flood and Diane Lapp); (2) "The Cognitive Base of Reading and Writing" (Stephen B. Kucer); (3) commentaries by Alan Purves and Julie Jensen; (4) "Thought and Language, Content and Structure in Language Communication" (Diane Lemonnier Schallert); (5) "The Design of Comprehensible Text" (Robert C. Calfee); (6) commentaries by Judith Langer and Robert J. Tierney; (7) "The Shared Structure of Oral and Written Language and the Implications for Teaching Writing, Reading, and Literature" (Miles Myers); (8) "Oral Language, Literacy Skills, and Response to Literature" (David K. Dickinson); (9) commentaries by David Dillon and Roselmina Indrisano; (10) "Research into Classroom Practices: What Have We Learned and Where Are We Going?" (Bryant Fillion and Rita S. Brause); (11) "Classroom Practices and Classroom Interaction during Reading Instruction: What's Going On?" (M. Trika Smith-Burke); (12) commentaries by Arthur N. Applebee and Dolores Durkin; (13) "An Examination of the Role of Computers in Teaching Language and Literature" (Bertram C. Bruce); (14) "Technology, Reading, and Writing" (Lawrence T. Frase); (15) commentaries by Johanna DeStefano, and Edmund J. Farrell; (16) "Organizing Student Learning: Teachers Teach What and How" (Jane Hansen); (17) "Assessing the Process, and the Process of Assessment, in the Language Arts" (Peter Johnston); (18) commentaries by Jerome C. Harste and P. David Pearson; (19) "Constructing Useful Theories of Teaching English from Recent Research on the Cognitive Processes of Language" (M. C. Wittrock); (20) "Themes and Progressions in Research in English" (John T. Guthrie); and (21) "Retrospect and Prospect" (James R. Squire). (JD)

AN: EJ364706
AU: Stanton,-Ruth
TI: The Reader as Hero.
PY: 1987
JN: Canadian-Journal-of-English-Language-Arts; v11 n3 p56-57 Fall 1987
AV: UMI
DE: Childhood-Interests; Computer-Uses-in-Education; Creative-Writing; Elementary-Education; Reading-Instruction; Student-Attitudes
DE: *Reading-Writing-Relationship; *Student-Motivation;

*Teaching-Methods
AB: Suggests that reluctant learners can be motivated to read and write if the teacher writes a story in which the student is the hero. Notes that students may be persuaded to write their own stories with themselves as heroes and share them with friends. (JC)

AN: EJ360627
AU: Taberski,-Sharon
TI: From Fake to Fiction: Young Children Learn about Writing Fiction.
PY: 1987
JN: Language-Arts; v64 n6 p586-96 Oct 1987
AV: UMI
DE: Characterization-; Educational-Strategies; Elementary-Education; Literature-; Personal-Narratives; Reading-Writing-Relationship; Student-Research; Teaching-Methods; Writing-Research; Young-Children
DE: *Creative-Writing; *Fiction-; *Writing-Instruction; *Writing-Skills
AB: Presents five strategies for helping elementary school students learn to write fiction: (1) stress topic selection; (2) use literature to teach fiction writing; (3) stress main character change or problem solving; (4) emphasize reality-based stories; and (5) encourage students to research their fiction. (SKC)

AN: EJ322101
AU: Wagner,-Betty-Jane
TI: ERIC/RCS Report: Integrating the Language Arts.
PY: 1985
JN: Language-Arts; v62 n5 p557-60 Sep 1985
AV: UMI
DE: Elementary-Education; Listening-; Speech-Skills; Teaching-Methods
DE: *Classroom-Environment; *Integrated-Activities; *Integrated-Curriculum; *Language-Arts; *Reading-Instruction; *Writing-Instruction
AB: Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences in the self-contained elementary classroom. (HTH)

AN: EJ363336
AU: Walters,-Keith; And-Others
TI: Formal and Functional Approaches to Literacy.
PY: 1987
JN: Language-Arts; v64 n8 p855-68 Dec 1987

AV: UMI
NT: Themed Issue: The Social Aspects of Language and Learning.
DE: Communication-Research; Comparative-Analysis; Educational-Theories; Elementary-Secondary-Education
DE: *Functional-Literacy; *Literacy-; *Reading-Research; *Reading-Writing-Relationship; *Researchers-; *Writing-Research
AB: Examines two trends in research on literacy--formal and functional literacy--by analyzing some assumptions held by researchers representative of each. Indicates that formalists view literacy as mastery of linguistic and textual forms, while functionalists see it as the ability to use appropriate discourse forms to accomplish desired ends. (SKC)

AN: ED278940
AU: Whyte,-Sarah-S.
TI: The Connection of Writing to Reading and Its Effect on Reading Comprehension.
PY: [1985]
NT: 28 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Dictation-; Elementary-Secondary-Education; Peer-Teaching; Reading-Comprehension; Reading-Instruction; Schemata-Cognition; Sentence-Combining; Teaching-Methods; Writing-Instruction
DE: *Reading-Processes; *Reading-Research; *Reading-Writing-Relationship; *Writing-Processes; *Writing-Research
AB: Research and observation have indicated that there is a connection between reading and writing. This connection has been confirmed through the research of D. Graves, L. Calkins, G. Bissex, and M. Baghban. Cognitive theorists believe that reading and writing involve similar schema or structures. Much of the pedagogy and research suggest that the processes of reading and writing are mutually reinforcing and should even be taught together as a common base of meaning. Specific research on how writing affects reading comprehension often focuses on sentence combining. Because vocabulary is crucial to reading comprehension and writing reinforces what students understand orally, dictation is an advocated writing method. Paraphrasing and writing abstracts are also proven methods for increasing reading comprehension. Research on the writing process by P. Flemming showed that peer conferencing encourages students to get involved as readers and writers and that the decisions and awareness that grow from this process transfer to reading comprehension. Finally, writing not only affects reading comprehension, but reading and writing mutually affect learning. Educators should teach reading and writing together within a contextual framework, while research is needed on the effects of writing on reading and reading on writing. (Three pages of references are provided.) (SRT)

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